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ABSTRACT

The report is based on a study of special education in Buenos Aires, Argentina. The educational structure of the province is discussed in the first section, with information on administration and policy formation. Information on general education at the preschool, primary, and adult levels is presented along with an overview of special education services. Statistics on children served in special education are provided along with descriptions of services for mentally retarded, hearing impaired, visually impaired, homebound and hospitalized, and physically disabled students. Other settings considered include rehabilitation centers, labor schools, and workshops. Teacher education and inservice are also dealt with. The document concludes with a list of questions for consideration of the Buenos Aires programs. (CL)

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SPECIAL EDUCATION IN THE PROVINCE OF BUENOS AIRES, ARGENTINA

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SPECIAL EDUCATION IN THE PROVINCE OF BUENOS AIRES, ARGENTINA

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August, 1980

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INTRODUCTION, SCHEDULE AND LIMITATIONS

During March, April and May of 1979, the senior author worked with six Argentinian special educators who were scholars (becarias) at Lock Haven State College, Lock Haven, Pennsylvania. Essentially, information on special education in both countries was shared. It was concluded that the exchange of information was beneficial, but that more knowledge of special education in Argentina was needed. This would better aid future becarias who come to the United States to study special education, thus facilitating more meaningful interactions. The investigation reported here is testimony for the growing concern of Argentina and the United States to better serve their exceptional populations.

The purpose of this investigation was to study special education in the Province of Buenos Aires, Argentina. Questions about special education in the Province were then formulated.

The pilot for this investigation involved a preliminary review of the pertinent literature, lengthy discussions with the six Argentinian special educators previously mentioned who were at Lock Haven State College, exchanges with special educators from other Latin American countries, and studying Spanish. The actual investigation encompassed thirty-six days in the Province of Buenos Aires. The schedule followed will be briefly outlined.

March 12, 1980	Arrived - Preliminary discussion and planning with Asesoria Anthony Spicoli
March 13, 1980	Met with Sub-Secretary of Education Asesorias - overview
March 14, 1980	Basic Education
March 16, 1980	Arrived - Mar del Plata Met with Asesoria Gladys Rigo and Educators

March 17, 1980	Regional Supervision Board VII I.S.F.D. #19
March 18, 1980	Special Education Schools 502 and 504
March 19, 1980	Primary School 22
March 20, 1980	Psychological Pedagogy Cabinet Pilot Secondary School 1
March 21, 1980	Met with Asesorias
March 24, 1980	Preschool Day Nursery Mariquita Sanchez de Thompson <u>Jardin de Infantes</u> #1 Manual Belgrano
March 25, 1980	Primary School #1 and #78
March 26, 1980	Military Circle Federal Capital Conference Arthur Pathout - Belgium Met with Federal Ministry of Education Personnel
March 27, 1980	Adult Education Prison - Unit #1 Olmos (men), School 701 Schools #84 and #23
March 28, 1980	Special Education Labor Adaptation School #2 Sheltered Workshop, La Plata Qualified Labor School #2 Admission Center
March 31, 1980	Special School #528 (Auditory) School for Physically Handicapped #578
April 1, 1980	Rehabilitation Center La Plata Montessori School Deaf and Hearing Impaired School Labor School #1, Avellencila
April 2, 1980	Special School #502, Chascomus
April 7, 1980	Special Education Direction Subsecretary of Education Asesorias Individual Meetings
April 8, 1980	Subsecretary of Education Asesorias Individual Meetings

April 9, 1980	Special Services Post Primary Individual Meetings
April 10, 1980	Primary School #1 Individual Meetings Questions Answered
April 11, 1980	Individual Meetings Questions Answered
April 14, 1980	Speech - Military Circle and National Ministry of Education - Buenos Aires
April 15 and 15, 1980	Final Questions and Details Departure

This investigation started by looking at all education in the Province. First, a general perspective of education was achieved. Then components of Special Services, Post Primary Education and Basic Education was examined through observations and interviews with administrators, teachers and supportive personnel. The preschool, primary and adult parts of Basic Education were studied in further detail. Next, an extensive investigation of special education transpired. All arrangements for interviews and observations were made through the Office of Subsecretary of Education. Finally, all information was drawn together, questions formulated that were referred to the appropriate persons to answer, and some additional interviews and observations were made. It should be noted that all the sources documented in this report were published by the Province of Buenos Aires, Ministry of Culture and Education, Subsecretary of Education. A lot of information that is not documented was drawn from numerous interviews with the subsecretary's staff.

The major limitations of this study need to be made apparent from the onset. First, the investigators had to depend largely on Spanish-English interpreters and translations in order to understand the information advanced. Second, although much time went into the pilot study and five

weeks were spent in Argentina, obviously not all that there is to know about the subject reported here, could be learned. Third, only a selected sample of administrators, teachers, ancillary personnel and schools were visited. Fourth, some inconsistencies in the gathered information were found. This might have been due to different perspectives of the people interviewed and changes over time.

This paper is organized into five main sections. The first section introduces the Province of Buenos Aires and its educational structure. Section two contains information on components related to special education in the Province. Information on special education is reported in section three. The training of teachers is reported in section four. Section five contains questions that were formulated from the investigation.

STRUCTURE

Argentina is divided into 22 provinces. The most populated, industrialized and generally most advanced is the Province of Buenos Aires. La Plata is the capital of the Province. The Governor of the Province of Buenos Aires has seven Ministries: Government, Welfare and Health, Economy, Justice, Public Building, Agriculture, and Culture and Education. The education component of the latter Ministry is headed by the Sub-secretary of Education who has an Educational Board of Regional Supervisors, a Provisional Direction of Post Primary Education, a Provisional Direction of Special Educational Services and a Provisional Direction of Basic Education. The Educational Board of Regional Supervisors is divided into a Direction of Administrative Support and a Tribunal Direction of Educational Classification. The Provisional Direction of Post Primary Education is made up of a Direction of Education Media and Technical, a Direction of Educational Technology and Information, and a Direction of Superior Education. The Direction of Special Educational Services is comprised of a Direction of Physical Education, a Direction of Non-Official Teaching, a Direction of Art Education, and a Direction of Psychology and School Sociology Assistants. The Direction of Basic Education encompasses a Direction of Preschool Education, a Direction of Primary Education, a Direction of Adult and Formal Professional Education and a Division of Special Education.

It might be noted at this point that although the National Ministry is concerned with education, its role is essentially administrative. At one time, the National Ministry had charge of many educational services throughout the country. Many of these services have been transferred, or are in the process of being transferred, to various levels of

provincial governments. Eventually, they will only directly regulate the schools in the country's capital, Buenos Aires. The Federal Council of Culture and Education is an important component of the National Ministry that is attempting to establish educational uniformity throughout the country. Each area of education in the country and all provinces are represented. Before any national laws can be made, however, they must be approved by each province.

Educational plans, recommendations and guidelines are generally formulated by the Minister of Culture and Education, and the Subsecretary of Education with the help of the various directions. Advisors (asesores) to the administrative heads are an integral part of the system. The plans are then passed down to the Education Boards of each of the eight regions in the Province. For example, Region VI, which includes the Mar del Plata area of the Province of Buenos Aires, has a board that meets once a week. It is comprised of a President and Chief Inspectors for each educational component that is represented. These components are preschool, primary and adults, private, art, physical education, special education, psychology, secondary, and superior. The boards in turn distribute the information to their districts that are controlled by local councils.

There are 121 districts in the Province. In the case of Region VI, there are 17 districts. Each district usually has supervisors for all the educational divisions. For example, for Basic Education, there are preschool, primary, special education and adult supervisors. The number of supervisors is determined by the population of the district. Each district also has a Planning Secretary who conducts need assessments and reports directly to the Governor. All types of education are

represented on these boards and this is where educational coordination for the region occurs. For example, priorities for new buildings are determined. The regional boards act on the plans. The Provisional Director helps the region to implement plans from the Ministry and then determines if the plans have been met. Recommendations are then made to the Ministry. The Subsecretary, in turn, reviews the information and makes recommendations to the Minister of Culture and Education. If the Minister approves, the plan becomes an act. Sometimes final approval by the Governor is necessary. Plans can also be formulated from the grass roots level. The time it takes for approved plans to become an act depends on the problem and the program. A new curriculum may take two years, while an inservice program may take one or two months.

One role of the local council is an interesting diversion. With the direction from their Educational Board, they finance the building of new schools with money that they raise. Prior to construction, the Ministry and their architects must approve their plans. Once built, the Ministry takes over the schools. They maintain them and supply teachers. The trend is for the Ministry to absorb independent schools. For example in 1968, they assumed the responsibility for 200 schools.

PRESCHOOL, PRIMARY, ADULT EDUCATION AND SPECIAL EDUCATIONAL SERVICES

Before special education was studied, the authors first looked at the total educational system in the Province of Buenos Aires. This information was viewed as necessary in order to understand special education. Since special education was found to be part of Basic Education, it was especially important to understand the preschool, primary, and adult components. The scope of this report cannot include more than introductory coverage of the educational system. Some selected information drawn from interviews and observations of the preschool, primary, and adult sections, however, has been incorporated. This is followed by some information on Special Education Services.

Preschool

Preschool serves children with chronological ages that range from three to five years. The 1979 enrollment was 107,665 children, but 45,000 - 50,000 more would attend if there was room. For 1980, a three-fold budget increase is expected, which if approved, will mark the largest increase ever. Preschool became a separate branch in 1965 and in 1976, along with special education, was signified as a priority area by the Governor. No significant changes have occurred since 1976, however, because the funding for preschool has not matched the Governor's direction to expand. The general feeling obtained by the authors was that preschool remained the lowest priority in Basic Education. The problem seems to be that preschool is not compulsory. Most classes have 30 children for each teacher. Preschool teachers are specially trained as are special education teachers. Most children in preschools are five years old because priority is given to older children.

Although they are not administered by the preschool branch of Basic Education, day care centers for children from birth to three years exist in the Province and deserve brief mention. Most centers are private. The Ministry of Culture and Education runs one rather impressive center for children of administrative employees. Children attend free for seven hours a day. A facility built especially for the purpose of day care, houses them and they are attended by a large, trained staff. Education is an integral part of the childrens' day and progress with each child is regularly shared with their parents.

Identified handicapped children do not attend preschool, nor are there any special schools at this age for them. Those that have been detected as handicapped might be served by the Ministry of Welfare and Health. The reason handicapped children do not attend preschool is that the system has a special direction for them. Besides, preschool is not compulsory and there is a shortage of preschools. If a handicapped child whose handicap has not yet been noticed, enters preschool and his problems are detected, data is gathered on the child, sometimes by a team. Parents are then advised to take their child to private specialists or to unions that provide such service.

Primary

Primary school in the Province is the only compulsory schooling. It serves children that are six through thirteen years of age in seven grades. The first cycle consists of grades one, two, and three. At this stage, promotion is usually routine. In order to go on to fourth grade, however, 80 percent mastery of subject material must be achieved. If not, they have an additional two months in the fourth grade to achieve this level.

If they do not, they are placed back in third grade. For grades four, five, six and seven, certain levels must also be obtained for promotion to occur. There is an attempt being made to put grades four and five together and grades six and seven together, thus creating three cycles in the primary schools. If this became a reality, children would be evaluated at the end of each cycle. The pupil-teacher ratio in the primary school is generally thirty-eight to one. Most children attend school for four hours each day, except in the Buenos Aires area where, because of triple sessions, they attend three hours each day. Free lunch is sometimes supplied in deprived areas. Of the 4300 establishments that house the primary students in the Province, 50 percent are rural. The rural population is 63,565, while the urban population is 975,631. Urban schools are generally viewed as being better than rural schools. Since the 1930's there has been a vast movement from the country to the cities.

Rural education presents special problems to the Province and has been a special area of concern. In order to bring rural education up to the level of urban education, a special cabinet has been created. Teachers are being specially trained. There are also efforts aimed at consolidating small rural schools. For example, last year the Ministry established 31 rural centers. Two were discontinued this year, but seven additional ones have been approved. Some rural schools could have one teacher for seven grades and seven children.

The larger schools might have a library, special teachers in the field of physical education, industrial arts, art and music. In addition, they might have a special team which is described later in the Special Educational Services section. This team helps the school to better deal with mild learning and behavior problems.

Children usually attend their neighborhood school. If there is space in another school that their parents want them to attend, they may go to that school even if it is not in their neighborhood.

Nothing is now happening in the primary schools with regard to special education for the gifted. Some attempts are made to individualize education and formulate future plans.

Children with detected handicaps never enter the primary school. These would generally be severe or moderate in nature. Those with mild handicaps that are permitted to enter the primary school are usually detected during the first three year cycle and placed in special schools. About 90 percent of all special education students attended regular primary school. Those with handicapping conditions that remain, most often exhibit learning and behavioral problems and are usually of borderline intelligence. These types of children are not considered special education students in Argentina. Those children with mild handicapping conditions that remain in the primary schools, usually do so if their school is located in a deprived economic area. Teachers generally feel that it is better to place all handicapped children in special schools. Not only does it create less problems for them, but they contend that they cannot deal with these children because they were not specially trained.

Adult Education

Any person who has not completed the seventh grade must attend adult school. Adult schools were separated from primary schools in 1974. Without this level of education, a person cannot be employed in public positions. Many people without obtaining a Certificate of Scholarship, are privately

employed, however. It is legal to work and not have obtained the seventh level as long as you are enrolled in school.

Adult education is considered recuperative. Enrollees strive to complete three cycles like in the primary schools, but they can work at their own pace in a curriculum that is said to be geared to adults. Adult schools can either be of two types. Nucleus schools depend on an adult center and are housed in primary schools. Classes are usually conducted in the evening. Non-nucleus schools are independent of adult centers. They either serve an emergency situation such as newly created foreign communities or a specially enrolled population. Examples of these would be schools located in factories, prisons, military bases, and hospitals. These classes may be held anytime during the day to accommodate their pupils. For example, some centers begin at six in the morning.

People are eligible for adult school when they are fourteen. If, however, they have a certificate of work, they can start at twelve. A social assistant must justify why they do not attend primary school. This younger age group presents a special problem. They are better served in the primary schools where their education is more complete. Additional steps need to be taken to keep them there. Most adult school enrollees range in age from 15 to 20 years. Factory workers are usually older and currently a 72 year old attends school. Adult schools are not intended for special education students although it appears that some attend.

Teachers work for four hours. Two and one half hours each day are devoted to teaching and one and one half hours are set aside for remedial work, administrative tasks and their students' recreation.

Almost all teachers have other teaching or educational administration jobs. Students attend class for two and one half hours each weekday. If they want to, they may remain longer. Upon entry to the program, their level of achievement is ascertained and then their program is geared to their level. Pupil-teacher ratio is usually 12 or 15 to one. More females than males attend and usually two or three students are absent each session. If they are absent for 30 days without an excuse they are dismissed. The social aspect of a pupil's education is considered to be very important. An integrative approach is used where academics are combined with practical skills. This is intended to increase the motivational level of students.

Special mention will be made of a prison school that was visited. Three hundred male inmates or 10 percent of the total population attend one of three two hour sessions; morning, afternoon or evening. They are taught by 14 males in a specially built school. Prior to the construction of this school, they were taught in their cell areas. Education is considered part of their total rehabilitation program. To attend they must be of normal intelligence, and demonstrate good behavior. People that cannot read or write must attend. They comprised about 30 percent of the group. Handicapped criminals are not put into prisons but are institutionalized or hospitalized. Three special education male teachers are employed here. When asked why more special education teachers were not employed, the response was that they were trying to avoid the negative special education stigma.

Special Education Services

Besides knowing about the relationship of preschool, primary and adult education to special education, it is also important to understand

the relationship of special educational services to special education. Special education services serves four roles. Their services are usually supportive in nature except for non-official or private education. Less than five percent of all private education involves the handicapped. The Ministry pays a portion of the teacher's salary based on the income of the school, but always as much as 40 percent of the total salary. Special educational services furnish physical education advice and instruction to the handicapped, and occasionally art education.

Their most extensive service to special education is the teams they provide in the primary schools. Ninety percent of the mildly handicapped population is detected by them, during the first three years of primary school, especially during the second year. The team is administered by the school principal, and ideally is comprised of a remedial teacher, a social worker, a speech therapist, and an educational assistant. All are university trained. The educational assistant is similar to a guidance counselor. They usually are not psychologists, but rather persons trained in the art or science of teaching (pedagogy) and psychology. The team works with children that are referred by teachers. These are usually children with learning problems and mild behavior or emotional difficulties. After evaluating the referred children, they either render direct or indirect remedial assistance. With direct assistance, the child is helped outside of the classroom by one or more members of the team. Emphasis is on the first three grades. Approximately five children an hour can be served in this resource setting. Academically, emphasis is placed on reading, writing, math and psychomotor skills. With indirect assistance, the team works with the primary teacher, so she can deal more affectively with the child experiencing problems. They face some problems. If they

feel that a child can be better served in special education, the parents of the child must approve of the placement. Difficulties result if the placement is the best for the child and the parents still will not approve of it. Children of this type that remain in the primary school tend to be multiple repeaters. Low income children also present unique problems to them. Because of their environment they tend to lack stimulation in school. Often their parents did not attend school.

Special educational services also provide interdisciplinary teams (usually two in La Plata) that deal with problems that the primary teams cannot. They are similar, but separate from the special team at the Special Education Orientation and Diagnostic Center in La Plata. Both have referred children come to them. This interdisciplinary team has a psychologist, social worker and medical doctors. Relatively mild problems are referred to them. More severe problems associated with mental retardation, severe behavioral difficulties, physical handicaps and psychosis are referred to the Special Education Orientation and Diagnostic Center.

The last function of special educational services that will be mentioned are Complimentary Centers for preschoolers to children 14 years of age. Only the Province of Buenos Aires offers such a service and they have 169 enrolled. The program is somewhat similar to Head Start in the United States. Children are mostly from low income families whose parents work. They attend these centers in addition to school. Lunch or breakfast is provided and instruction is given by certified teachers. Identified handicapped children do not attend because they did not think of them when the service was initiated.

SPECIAL EDUCATION

The purpose of special education is to provide beneficial education to children, young people and adults that because of their situation or personal characteristics require temporary or permanent programs, organizations and/or procedures or educational techniques different from the ones used in the different levels and modalities of common elementary teaching (Direccion de Educacion Especial, 1979).

Special education developed in the Province of Buenos Aires during the first half of the 1900's. During this period some isolated attempts were made to create special classes for the mentally retarded. In 1949, the Ministry of Culture and Education created the Department of Exceptionalities. This was later changed to the Direction of Differential Teaching and today is the Direction of Special Education. Among other objectives it is hoped that the special education graduate will enter the world of work after graduation. The Direction also strives to involve parents of the handicapped and the community through such things as the pupils associations, parent associations and private institutions. (En educacion, el futuro es hoy, 11 al 16 de setiembre de 1979). It is of interest to note that Public Law 94-142 (The Education for All Handicapped Children Act) is now being studied by the Governor's Planning Secretary.

Special education in the Province of Buenos Aires serves the mentally incapacitated, two groups of the physically incapacitated, and the socially incapacitated. The mild (53.1%) and moderate (19%) mentally retarded are currently receiving help from the Ministry. Services to the severe (17%) are under study and one group of psychotics are receiving experimental services (.1%). One group of the physically handicapped encompasses the blind and visually impaired (partially sighted) (1.1%), the deaf and hard of hearing (4.7%), and the cerebral palsied with motor irregularities (4.8%). Another group of the physically handicapped includes those motor irregularities

and functional organic problems (5.3%). These people are served in special schools and hospital schools. The socially disturbed takes in educable under-age children, reeducable under age children and socially difficult children (4.3%).

Seventy-three point nine percent of all handicapped children served are classified as mentally retarded. They are housed in 68.3 percent of the establishments as opposed to 20.4 percent of the physically handicapped and 4.6 percent for the socially handicapped (Direccion de Educacion Especial, 1979). Learning disabled children are helped by the regular primary schools. Those children considered severely and profoundly mentally retarded are not served by the Ministry of Culture and Education.

Approximately 26 percent of the total budget of the Province of Buenos Aires is spent on education. In 1979, with one United States dollar equal to 1500 pesos, this represented \$325,737,673 (U.S.). Five point one percent of this was devoted to special education or \$16,642,500 (U.S.). This figure reflects nearly all that was spent on special education. For example, private schools received approximately 28 million from the Ministry. Less than five percent of the private schools, however, serve special populations and when they do, supervision comes out of the special education budget. In contrast, preschool used 7.3 percent of the education budget, primary 41.5 percent, adult 2.8 percent and supervision 2.3 percent. In 1980, a 14 or 15 percent increase is expected in the education budget.

In the Province of Buenos Aires there are 216 special education buildings denoted by a number five at the beginning (e.g. #528) and 15 annexes. In 1975, 18 schools were created, one in 1976, 16 in 1977, and two schools and three annexes in 1978. In the Province, there were nine new special education schools and one annex established in 1979. More than 12 are

currently being proposed. There are 18 nonofficial private schools serving the handicapped. Seventeen thousand four hundred thirty eight, or two to three percent of the primary population, pupils are served by 4770 personnel. In 1949, there were 16 schools, 57 teachers and 1250 pupils (Estadística de la Educación, Educación Especial, Datos Provisionales Al Día 30-4-69, No. 17, Provincia de Buenos Aires, Ministerio de Educación). Approximately half of all special education services are provided in Regions I and II. In the Province, there are 6521 established services to the handicapped, or 3.3 percent of all educational services offered. Special education continues to grow in Argentina.

Special education teachers are paid 33 percent more than primary teachers and kindergarten teachers are paid 17 percent more than primary teachers. Currently, a special education teacher with no previous experience and advanced education receives \$598.50 monthly.

In 1956, special education got a boost as a result of a UNESCO Conference in Lima. In 1976, the Governor indicated that preschool and special education were priority areas of education. Prior to that, primary education was emphasized. In 1976, regions in the Province were established and separate basic education branches initiated. In 1979, the term special education was adopted in the place of differential education, which is widely used in South America.

Although parents can reject the placement of their child into special education once they have started in the regular primary school, most do not. A multidisciplinary approach is used which includes a medical, psychological, audiological, and social component, as well as others that might be necessary and available. It is the intent to incorporate these within the educational program of the child. It is the specific function of the school team:

- to formulate the diagnosis and the prognosis of educability of the applicant, deciding on his admission and placement in the corresponding group.
- to elaborate the general lines of the educational plan of the admitted student, to act on behalf of the members of the team on the basis of the formulated diagnoses.
- to evaluate periodically the case studies.
- to offer assistance to the family group in accordance with the obtained conclusions for the team in their studies.
- to coordinate actions with the institutions that are linked with the pupil.
- to orientate the student in ways of departure and assistance to the family.
- to authorize the graduation of students.

(Dirección de Educación Especial, 1979)

The Director of Special Education and her four Chiefs (Region I, II, III and IV, VI and VII, V and VIII - the latter is currently vacant) are very much interested in the mainstreaming of handicapped students, but physicians and the primary schools are not receptive to this change in philosophy. Last year some systematic attempt of mainstreaming was started in some of the primary schools. They contend that the best way to integrate the handicapped and the nonhandicapped is for one day each week. They also feel that they might work more closely with the kindergartens. Some special educators and preschool educators argue, however, that it is not possible for both types of students to be served in the same building.

This section continues with information on various types of special education services and facilities that were investigated and observed. The Special Education Diagnostic Center, and schools for the mentally retarded, the hard of hearing and deaf, the partially sighted and blind, and the physically handicapped will be covered first. Then information on hospital and home instruction, the integrative teacher, rehabilitation

centers, workshops for the moderately mentally retarded, and labor schools.

Special Education Orientation and Diagnostic Center

At the Special Education Direction in La Plata is housed the Special Education Orientation and Diagnostic Center. This center has a team which consists of a director, secretary, neurologist, psychiatrist, pediatrician, educational psychologist, social worker and occupational therapist. It was established in 1975. Prior to this, parents took their children wherever they could for help. The team is responsible for evaluating all children referred to them that are suspected of being deficient, usually mentally. Most referrals are made by teachers, but occasionally they are made by parents. Referrees are most often primary school children who failed in school. This team is only responsible for children from the La Plata area. Outlying areas have small teams that are not as specialized in special schools. These are similar to the team described in the special educational services section.

The first step in the evaluation process is to set up an appointment for the child and his parents to come to the center. This generally takes three to four months. The staff does not work in the summer. All school data is brought to the center with the child who is first evaluated by the three physicians. They might refer the child to additional specialists. The educational psychologist then studies the child and the social worker interviews the parents. If the child is 13 years of age or older, he is evaluated by the occupational therapist. Five children go through this process each day. On Fridays, the team meets together to decide placements. Their recommendations are sent to their Center of Study, Orientation and

Pursuit of Special Students. A list of possible placements is then established. The social assistant shares this information with the parents and then a final decision is made. Occasionally parents might disagree with the special education placement of their child. Since special education is not compulsory, they might try and get private help.

In 1979, the center evaluated 769 children that were referred to them. Most were in the third grade and represented approximately an equal number of boys and girls. Special education was recommended for all but 10. In other words, once referred to the center, 1.3 percent remain in the regular primary school. The team at the center recognized the need for a speech therapist and a teacher to be additional members.

School for the Mentally Retarded

The newest school for the mentally retarded is located in Chascomus, about two hours south of La Plata. About 30 pupils are moderately mentally retarded and 95 are mildly mentally retarded. Before entering the regular program children spend six months to one year in pre-training. For four hours each day they work on memory, perception, synthesis, forms, sizes, colors and the like. This is because most come from regular schools and they need time to make the transition to the special school.

After their pre-training most children attend school from 8:30 to 4:30 each day. Moderately mentally retarded children at the first level attend school for a half of day. In the morning, academics with a Piaget basis are taught. In the afternoon, manual skills with vocational roots

are stressed. The mild and moderate are separated for instruction. Except in the highly populated areas, these two degrees of exceptionalities usually attend the same special school.

There are seven stages to this special curriculum. Plan A is followed by the mildly mentally retarded and Plan B by the moderately mentally retarded (Diseno Curricular Para Alumnos Con Retardo Mental). Most children are promoted each year. The curriculum is flexible and moves with them. It is possible, for example to do two years in one year. Usually there are separate sections for each level, but some levels might be combined (e.g. two and three moderates) if they do not have enough children for one section. More materials to support their curriculum were in evidence here than in any other places observed. Most pupils leave school at 16. Occasionally some mildly handicapped ones remain until 18 for more training. The school works in conjunction with parents who want to start sheltered workshops.

Students generally commence Plan A when they are between seven and ten years of age chronologically. Reading, writing and arithmetic serve as a basis. The sequential curriculum attempts to assist them in finding a job. Sometimes, for example, at the seventh level they go to school for a half a day and work for a half of a day. Supervision is not provided by the school if they are working.

Students start Plan B between the chronological ages of three and six. Self-help skills, socialization, transportation, manners, and job training in workshops is stressed. Practical work, such as a general orientation to materials and tools, is correlated to academic subjects.

More specifically, the curriculum for the mildly and the curriculum for the moderately mentally retarded consists of a personal-social, a

basic knowledge and an occupational component. The personal component for the mildly mentally retarded includes psychomotor, self-help (hygiene, dressing, eating), and personal independence (management of money, time and recreation). The social part of their curriculum encompasses communication and information, and assumption of roles (family, peer and other groups). Basic knowledge is divided into natural sciences (understanding, hygiene and dietetic norms, prevention and precaution), human sciences (information, urban rules and legislation) and language and math. The occupational curriculum contains domestic activities and labor tasks (skills, tools and tasks).

For the moderately mentally retarded, the curriculum includes many of the same things that it does for the mildly mentally retarded. Personal contains psychomotor, hygiene, dressing, eating, independence (displacement), and security habits (recreation). Socially, the curriculum has a communication part (recognition of significant signs and perceptive ideas) and role playing (family and peer level). Basic knowledge engulfs natural reality (understanding norms of hygiene and feeding), human reality (home, neighborhood, suburbs, urban rules), practical management of quantities, (relations, measures) and language (oral and gestural expression). Occupationally, the curriculum for the moderately mentally retarded is broken down into tasks of the home (routine tasks and maintenance) and labor tasks (skills, knowledge of utensils and tools, work habits and payment for work) (Diseno Curricular Para Alunos Con Retardo Mental, 1977).

Besides the special curriculum followed, students receive physical education. Physical education proceeds from body movement to sports training. Children at levels six and seven go camping one weekend a year. They are also integrated with their nonhandicapped peers for soccer competition,

cultural events at the town hall, and are honored along with all other children at a yearly community birthday party. Pupils from the secondary schools help to organize this party. When asked if integrating the handicapped was a problem, an administrator responded, "There are no problems with integration because these children are already integrated into the community".

Another special school for the mentally retarded that was visited was located in Mar del Plata, a resort city about four hours south of La Plata. Three hundred twenty children between 6 and 16 attended. There were 12 to 16 in a class, with three or four ability groups used in each class. This school was essentially similar to the one in Chascomus. For example, each used specialized teams to help them deal with their exceptional pupils. The team here, however, was more obvious. They were housed in their own offices in a separate section of the school. The team consisted of a phonologist (speech sounds and language); a physical educator, a psychologist and a social worker. Most children leave school at 16 as in Chascomus, but it was pointed out that most can not start working until they are 18, producing an idle gap. Children did not attend school all day, but instead attended a four hour morning or a four hour afternoon session.

It is of interest to note that there were 64 children divided into 10 groups that were labelled as severe emotional and behavior problems. Until a new building was constructed to house them they were located in a separate section of this school.

Hard of Hearing and Deaf

Hard of hearing and deaf students generally attend a special school for five and one half to six hours each day. Most enter school at five or

six. After 14 they are usually trained for a job, such as being a bank clerk. In the school observed, there were 45 students.

Working with the child's parents is an integral part of the program. Parents are informed of how their child is treated in school and what type of work they do. They are also orientated to how their child learns.

The senior author observed an 11 year old boy being taught speech. He started at this school when he was six. Small pieces of waffles were placed on his tongue and his teacher's tongue to stress proper positioning. Mirrors and touch were an integral part of instruction. Residual hearing is utilized through hearing aids or microphones and speakers. The school reported that wearing hearing aids did not present any serious social problems for their children. Their teachers also felt that their children could be more easily integrated with the nonhandicapped than any other group of exceptional citizens. Nothing like television subscripsts or special public phones were being used to help the hearing impaired. A few years ago there was a special news programs but that has been discontinued.

Partially Sighted and Blind

The partially sighted and blind attend special schools. One visited was located in a house in Mar de Plata. It served 40 people that ranged in age from 5 to 77. Twenty-five were partially sighted and 15 were blind. Some children who lived too far away to commute were residents. Usually a new student attends this special school in the afternoon. Some attend the entire day. Once they have acquired mastery of certain subject areas, they attend school with their nonhandicapped peers in the morning. The special school's curriculum consists of Primary Education, Integration, Music, Manual, Occupational, Physical Education, and Braille. When asked

why they were located in a special building they said that when the Ministry was established there was no special education.

Physically Handicapped

Two classifications are used for the physically handicapped. One's, which represent the largest group, attend schools, they have locomotion problems and most often have cerebral palsy. They follow a special curriculum. Two's are of at least average intelligence and follow the regular primary curriculum. Muscular dystrophy children are included in group two. When the total population is small, these two groups might attend instruction together. This might, for example, be in a hospital setting. These groups are further broken down into ambulatory and non-ambulatory. Those that are ambulatory go to school. Those that are non-ambulatory receive instruction at their residence. Handicaps can be either temporary or permanent.

Whether a child receives instruction at their residence or in a center is determined by the center's physician. If for example, socialization is viewed as essential, it might be recommended that they attend the center. Center instruction is from 8:30 to 5:00 each day, except for muscular dystrophy students who attend from 1:00 to 5:00.

One week of home instruction is provided on Monday, Wednesday, and Friday. The next week it is on Tuesday and Thursday. It usually is for two hours. Teachers working in the home are responsible for four students.

While observing this center I was introduced to a six year old "Bonnie Consolo". The girl was born with no arms and was amazingly proficient in using her feet. Because the staff felt that it was more socially acceptable to use her mouth, they were putting a great deal of efforts into teaching her to use her mouth.

Hospital and Home Instruction

If a child has been confined to bed for 30 days, and remains in bed after that period, he or she is eligible for hospital or home instruction. This condition could be either temporary or permanent. If the disease is contagious, they are not taught, however. Likewise if they are moderately mentally retarded or lower they are not taught. It is felt that this type of instruction is too expensive for these level retardates. The purpose of the instruction is to try and keep students up with their class. Instruction is received for one and one half hours each day. Each teacher is responsible for two students. A special curriculum is used with the mentally retarded, while the regular primary curriculum is used with the others.

Integrative Teacher

In La Plata, 38 blind and partially sighted children receive the services of the integrative or transitory teacher. These visually impaired children usually attend special schools in the morning and regular schools in the afternoon. Those involved with the program feel that it is useful for these special pupils to attend their neighborhood schools since the neighborhood must learn to deal with them.

Most of the work of the integrative teacher involves the regular class part of the school day. This teacher works with four visually handicapped children for two hours a day twice a week. In essence, she does whatever needs to be done to help the child succeed in the regular class. She is a special educator. The regular class teacher provides the integrative teacher with materials four days in advance. The integrative teacher then prepares the materials around the specific needs of her pupils. For example,

they might be translated into braille with regular numbers on them to help the regular teacher. Another example might be string-like outlines of figures so a blind student can color like everyone else. Sometimes an education assistant serves as a liason between the two teachers and the child's parents.

This program has been in existence nearly 20 years. The blind were first served in 1960 and deaf and hard of hearing since 1965. About 50 hearing impaired children were reported to receive this type of assistance.

One regular teacher, with a blind girl in her room who is helped by an integrative teacher, felt highly positive about this approach. Initially, she admitted having a lot of anxiety and doubt about working with a blind girl in her classroom. She questioned whether she possessed enough ability to succeed. This teacher, in one of the private schools in La Plata, started dealing with the blind girl last year at the first level. This particular school was recommended to the child's parents because of its low pupil-teacher ratio and the school's willingness to work with the girl. She is now teaching the same girl for the second year. To do this all the children in her first grade moved to the second grade with the same teacher. Although this is not ordinarily done and was done solely to benefit the blind girl, the experience has been so successful to everyone that the school is considering having the same teacher for the first and second grades.

Since the blind girl has entered the class, the regular teacher has learned braille. The girl was well integrated physically, intellectually, socially and emotionally. In fact, in talking with her about school she commented, "I'm not ashamed." The justification for her attending this regular school is that it was felt she could complete the same steps as other children.

Rehabilitation Center

The Rehabilitation Center in La Plata has been operating ten months a year for 17 years. It is closed during January and February and on holidays. Outpatients, numbering about 250, can either pay for services or receive them at no charge. The center is private and depends on benefit societies and other sources for funding. It was the most structurally accessible building observed. They have a specially equipped pool that was not being used because it cost too much to heat.

Clients range in age from one month to old age. Most people are impaired, disabled or handicapped due to cerebral palsy, polio (epidemic 17 years ago), amputations, spinal injuries, tumors, strokes, paralysis, arthritis and muscular dystrophy. It is of interest that all persons with muscular dystrophy in the Province are served here or in the two Rehabilitation Centers in Buenos Aires. The centers there were reported to be larger, better equipped and have some residential clients. After primary school, persons with muscular dystrophy are trained to work in workshops.

The center has nine departments: occupational therapy, physical therapy, medical, social, administrative, custodial, workshop, family therapy, and education. The education department consists of a school in the center that was started three years after the center was opened. The original purpose of the school was to help the parents of clients with the rehabilitation of their child. They tried to help parents accept their child's handicap, assisted them in the socialization of their child, and aided them in not over protecting their child.

The enrollment is 35 children. About 80 percent have cerebral palsy. Children generally range in age from three to seventeen with more than

40 percent from three to five. Sometimes children younger than three are served. For example, the staff recently worked with a one year old to help show the child's mother that her child did have capabilities. Early intervention is stressed as an important part of the program. Parents come to the center looking for rehabilitation and find out that their child can also receive instruction. A formal preschool program started in 1971.

Teachers in the school are paid by the Ministry of Culture and Education. There are three teachers for each group. One is the teacher, another is the individual teacher, and a third teacher helps dress, wash and feed children. They also prepare materials, bring children to and from therapy and act as the liason between therapists and teachers. There is danger of losing this third teacher because of financial limitations. A teacher generally works with four to nine pupils. Each child attends class for about three hours and receives therapy for about one hour each day. Levels are usually combined. For example, one class might have first, second and third grades. The center must have a bus and a driver. Mothers of the clients help with all the transportation arrangements.

Some clients might go on to the Conet (National Council of Technical Education) run by the National Ministry in Buenos Aires. They must first finish primary, vocational and industrial training. There are no age limits.

Workshops for the Moderately Mentally Retarded

The moderately mentally retarded generally attend a special school from six to twelve years of age. From 13 to 17 they are trained to do workshop type work such as assembling and packaging. This can take place in a small house that serves as a school for four hours each day. They receive physical education

three times a week which is geared to their practical instruction. For example, if they are learning how to put together an envelope, their physical activity might involve making their body into an envelope. The facility observed was created by the parents of the handicapped children attending.

In the Province of Buenos Aires, it is considered to be the responsibility of parents of handicapped children to establish needed workshops. They are also responsible for securing work contracts. The Ministry assists parents in their efforts. Their attorneys give legal advice. Their administrative staff helps them to organize and direct them in their objectives. Once facilities are constructed they help to maintain them.

The senior author visited a recently constructed Sheltered Workshop in La Plata that took over five years to become a reality. Only the main building was completed. Landscaped grounds, bathrooms and additional buildings, including places to sleep, are in the future. Sleeping facilities will serve only a temporary need such as client's parents who want to go on holiday without their child. The workshop has five female and 22 male clients, with a future capacity of 30. All are at least 18 years old. It is closed the month of January. The clients were described as socially dependent and physically independent. They are at the workshop for four hours each day and eventually there will be two shifts once a dining room is built. Partial help from welfare agencies is given for transporting clients. They are encouraged, however, to use public transportation. Clients are paid according to what they make and sell. Two supervisors and a parent volunteer were working with the group that was cutting and packaging plastic garbage bags and buttons. Each year the workshop is required to report to the Ministry on how their money was spent.

Labor Schools

People generally enter Labor Schools when they have acquired certain skills such as cutting or sewing, but have not completed grade seven. They usually are from 13 to 19 years of age. Basically there are two types of Labor Schools. One type is located in the Ministry's factories (workshops), where areas are made available for instruction and the enrollees learn along with regular employees (Labor School #2). Here they receive practical classroom instruction for one year and practical work for two years. The second type is set up entirely for the benefit of the student and has no regular employees other than the teaching staff. Part of each year is devoted to functional academics and actual work (Labor School #1).

Students attend these schools five days or evenings a week for usually three years. Upon completion it is hoped that they will enter the labor market. The functional academic component of their training consists of learning about labor laws, what to do if they have an accident, money, banking, and time. Their practical work can be welding, metal shop, carpentry, or industrial sewing. In Labor School #1, which had a student population of 18 and a staff of 12, school chairs were repaired, shelves constructed and sofas for a private factory were assembled. In Labor School #2, which served 22 students, chairs, tables, and panels for the Ministry were made. In a similar school, 12 girls made coats, shirts and pants. Both schools helped to remodel their classrooms. No financial compensation was given to them during their schooling.

Enrollees are evaluated on their knowledge of materials and tools that they use, and their knowledge of the professional look. Work habits

that are stressed include order, sticking to a task, organization, and exactness. Methods of work that are evaluated encompass comprehension, sequence, rhythm, persistence, termination and security.

Institutionalized delinquents and orphans are served by the Ministry through a special agreement. Some attend Labor Schools and present special educational problems.

TRAINING OF TEACHERS

The objectives of the superior institutions in the Province of Buenos Aires are four fold. First, to prepare professionals, technicians and investigators in preschool, primary, middle and superior education. Second, to train professionals, technicians and investigators in required areas for the Province of Buenos Aires. Third, to train educators and technicians in special education. Fourth, to organize the perfection and actualization of educators in practice (Provincia de Buenos Aires, Ministerio de Educacion).

As of March 30, 1979, there were 41 superior schools in the Province plus four annexes with 13, 369 pupils and 349 faculty (Oficina Sectorial de Planeamiento y Desarrollo, 30-3-79). One of the responsibilities of the Ministry is to train teachers. This is not the role of the universities as it is in the United States. This is because it is felt that the training of teachers must be under those who are providing direct educational services. They best know and understand human resources. The university is responsible for higher study and research. Because teachers of the superior schools have studied at the university they are able to relate pertinent research to their students.

Students entering the superior schools are usually 17 or 18 years old and have completed a five year bachelor program. Primary teachers take about two years to complete their training. Their program used to be three years, but the length of their training was decreased because of the need for teachers. Up until 1978, special education teachers were trained in one year. Since then it takes about one and one half years.

The first year of primary study includes: Math; Language; Social Sciences; Natural Science; Music; Physical Education; Art; Psychology of Child Development; Foundations of Education; and Public Speaking (Phonology).

The second year primary study includes: Philosophy of Education; Sociology of Education; Biology of Education; Psychology of Education; Physical Education; and Audiology. Practical teaching experience is also part of the second year. In order to graduate, those preparing to be teachers must teach one entire class for one week. In addition, seminars are required which are usually part of their preservice and inservice.

The third year of study in the superior schools to become a special educator includes five general content areas. These are: Science of Differential Teaching and the Organization of Differential Pupils; Genetic and Evolutional Psychology - Childhood and Adolescence; Neuropsychiatry; Apprenticeship of Neurophysiology; and Apprenticeship of Auxillary Mediums.

Special education teachers at the superior schools are trained in eight areas. They are: (1) deaf and hard of hearing; (2) blind; (3) motor irregularities; (4) mental retardation; (5) phonology; (6) educational assistant; (7) remedial or recovery teachers; and (8) social assistants. Examples of specific areas of study during the third year for three of these will be given. Those specializing in the deaf and hard of hearing must take Anatomy, Physiology and Pathology of the Organs of Speech and Hearing, Audiology and Audiometry, Instruction of Language in Preschool for Deaf and Hard of Hearing, Grammar and Structure of the Language I, Phonetic and Articulation I, Introduction to the Problems of Communication and It's Pathology, Observation and Practicum, Instruction of the Language in the Primary Schools, Grammar and Structure of the Language II, Instruction of Auditory Teaching, Special Instruction through Curriculum Areas, Phonetic and Articulation II, Exploration Techniques of Pedological Psychology and Case Studies, Methodology for Disturbance of Language in Deaf and Multiply Handicapped Children, and Observation and Practicum. Those specializing in motor irregularities enroll in Anatomy, Physiology and Pathology of the Locomotor Apparatus, Ideas of Speech, Speech

Teaching through Curriculum Areas, Specific Methods for Pathological Problems with Particular Reference to Cerebral Palsy, Exploration Techniques of Pedological Psychology and Case Studies, Observation and Practicum, and Seminar of Rehabilitation and Integration. Those studying to be teachers of the blind take the following: Braille; Communication, Orientation and Locomotion; Techniques and Resources Connected with Blindness; Anatomy, Physiology and Pathology of the Organs of Vision; Special Teaching through Curriculum Areas; Exploration Techniques of Pedological Psychology and Case Studies; Instructional Materials; Seminar of Rehabilitation and Integration; and Observation and Practicum (Comunicacion No. 33, 30, de Abril de 1979).

During the fourth year all people studying to be special educators are involved in six different subject areas. They are: (1) Seminar on Problems of Integration and Rehabilitation; (2) Seminar of Case Studies; (3) Normal and Pathological Language; (4) Educative Evaluation; (5) Preparation of Instructional material; and (6) Practice Teaching (Circular No.12, 8 de Marzo de 1979) .

In the 1979-1980 academic year 130 people graduated from superior schools as special education teachers. In 1979, 147 were in their first year of study and 181 were in their third year. Before being accepted into this three-year program all enrollees must have first successfully completed the two-year program that trains primary education teachers. Teachers of the blind, deaf, and cerebral palsied physically handicapped are needed, especially in the rural areas. The demand for teachers of the mentally retarded apparently has been met.

Most people enrolled in the superior schools are residents from the area and live near the school and attend classes daily. Less than

five percent of those people who are studying to be special education teachers are non-residents or those that live far from the university. Non-residents can be accepted for any special education program except mental retardation and phonology. They meet with their professors for three weeks. Guidelines, readings and practical work are established. It is then the responsibility of each student to carry out their planned program. An exam is given for each subject. Over the years the number of non-resident students has decreased, primarily because special education is attracting more interest.

Non-resident special educators are needed in three areas. One, is to train phonologists who are not teachers to better deal with the handicapped. Another is to train physicians. A third area is to train industrial technicians who want to teach in special education. This program provides a convenient way to train needed individuals to serve special education.

All instructors at the superior schools have graduated from a university and have experience in their area of expertise. Most, especially those that live in or near cities with universities, also teach at a university. No changes in the preparation of special education teachers is anticipated in the near future. Early intervention and the integration of the blind, deaf and physically handicapped into the secondary schools is beginning to be stressed.

At the Superior Primary school in Mar del Plata students attend seven classes each day for 45 minutes each. Their total enrollment is about 600. Except for their physical education program, which attracts about an equal number of males and females, almost all enrollees are females.

Inservice Education

The inservice education of teachers and administrators is both compulsory and voluntary. Credits obtained count toward their mobility to more desirable schools, such as those near their homes. All teachers are required to devote one hour of their time to inservice education for every 15 days that they work. This is usually carried out by spending two hours once every month. There is no school during the summer months of January and February and they are required to teach 200 days a year. Inservice is the responsibility of the division which employs them and essentially is regulated by curriculum changes. If, for example, special education introduces a curriculum change then additional time needs to be devoted to this inservice. During September, October and November of the last year the amount of time devoted to inservice training was doubled to four hours per month. On that day students did not attend school. It was felt that even though this amount of training was needed, it was not desirable for students to miss so much school. Inservices can consist of seminars, extension courses, cultural extensions and educational investigation.

QUESTIONS

While in Argentina and upon return to the United States, the authors have been asked many times how special education in the United States compares with special education in Argentina. Making comparisons is difficult and whether or not they are fair is questionable. Argentina and the United States, like their exceptional citizens, have much in common, but are also both unique. Rather than compare special education in both countries it might be more productive to look at how each is dealing with their exceptional citizens. Once this is done we can then try to understand why they are being served as they are or why they are not being served. Perhaps then we can better learn and understand from each other.

While in Argentina we asked and pondered many questions about special education. Many of these questions are the same as those that we have asked ourselves about special education in the United States.

- Are you too facility orientated? Aren't some of your small older homes and factory schools, for example, more conducive to functional learning than some of your new special schools?
- Should your handicapped be attending school for more hours and days than they are?
- Are more male teachers needed in special education? If they are desired, how can they be acquired?
- How can special education teachers be better trained?
- We are impressed with your integrative teachers. If largely through their efforts, the blind can be so successfully integrated into primary schools, why can't other handicapped children?

- Parents' efforts in creating sheltered workshops are impressive. Wouldn't they be more effective in securing local services, if they were members of a larger parent group? Are sheltered workshops and similar services the responsibility of private groups or government?
- Various agencies and directions are providing special education services in Argentina. For example, health and welfare provide for the severely multiply handicapped; special educational services provide teams to work with learning disabled children. Might all the exceptional citizens be better served educationally by one primary agency that provides services beyond the limits of compulsory education?
- Rehabilitation centers seem to do a good job working with young handicapped children and their parents. Should their approach be studied and preschool be considered a priority for all handicapped children?
- Should all teachers be trained, either through preservice or inservice, to deal more effectively with the exceptional? Wouldn't this knowledge help them to be more effective with all children?
- Is five point one percent of the education budget enough for special education?
- Aren't your handicapped children more capable than you think they are? If a child is not learning is it their fault or their teacher's fault?
- Couldn't day care centers, like the excellent one run by the Ministry of Culture and Education in La Plata, help the handicapped and their families?
- Many children that we observed were eager to learn and contribute. Teachers were concerned and motivated. Teachers were also generally interested in learning how to deal more effectively with their students. How can these attributes be better used and increased?

- Are the handicapped in your labor schools and workshops being fairly compensated for the work that they perform? How can they be taught to produce even more work? Are the settings used realistic enough?
- Are the teams that determine special education placement educationally orientated as much as they should be? Are parents involved enough in the placement of their child? Is there too great a lag from the time a child's problem is detected until appropriate placement is made?
- We learned that in 1979, 98.7 percent of all children from primary schools in La Plata that were referred for special education placement were, indeed, placed. Is this because of the efficiency of the system or because they have been labelled prior to referral. Could they have been referred earlier?
- Should more be done to eliminate architectural and other barriers for the handicapped?
- Should most of the handicapped that are being helped be served in segregated settings? The blind seemed to be better integrated than others. Might the approach used with the blind serve as a basis for the integration of others?
- Sometimes preschool actually means a preschool curriculum for older pupils. It was not unusual to find handicapped children who were only achieving half of what their nonhandicapped counterparts were achieving. Could earlier intervention help to decrease these differences?
- Are the handicapped being given high enough priority for programs and services, or is their priority low because they are handicapped?
- Most agree that it is best for mild problems to be handled in the regular primary schools. If problems prove to be too difficult to handle, then the child is placed in a special education setting. Yet

90 percent of all children in special education placements attend regular primary school. Doesn't this help delay early and appropriate intervention?

- Could complimentary centers, like those run by special educational services, also serve the handicapped?
- Would it be better for many of your teachers to have one, say eight hour job, than two or three different jobs?
- Should more handicapped children be attending public school? Should more educational opportunities be provided for the severely and profoundly handicapped?
- Are regular teachers anymore trained to deal with learning disabled children than mentally retarded children in the primary schools? Why do the regular teachers work with learning disabled children and not with mentally retarded children?
- Special education administrators, teachers, and support personnel are highly knowledgeable and perceptive about the special needs of your exceptional citizens. The public and regular education, on the other hand, are ignorant. Special education has strong negative connotations. How can special education personnel use their knowledge to enlighten others?